DOCUMENT RESUME

ED 070 981 CG 007 674

AUTHOR	Hirsch, Jerrold I., Ed.
TITLE	Adult and Part-Time Students; Individuals in Higher Education.
INSTITUTION	American Coll. Personnel Association, Washington, D.C.
PUB DATE	28 Mar 72
NOTE	59p.; Proceedings of a workshop held during the American Personnel and Guidance Association Convention, March 26-30, 1972, Chicago, Illinois
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Adult Characteristics; Adult Development; *Adult Education; Adult Education Programs; Adult Programs; Adults; *Adult Students; *College Students; Individual Characteristics; *Part Time Students

ABSTRACT

A workshop was conducted by a commission concerned with encouraging and directing the leadership in student personnel work for adults in higher education. The workshop objectives were to highlight the unique characteristics of adult students and to explore the new setting that is emerging. In addition, an attempt was made to encourage creative action to meet the needs of adult students as individuals. The workshop was divided into four phases: (1) an identification of the characteristics of the part-time and adult student; (2) an examination of the college community, highlighting innovative programs, in light of the needs of adult students; (3) an identification of services directly relating to and affecting the adult student; and (4) an attempt to synthesize the earlier discussions. (Author/BW)

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AMERICAN COLLEGE PERSONNEL ASSOCIATION

PROCEEDINGS OF A CONVENTION WORKSHOP

ADULT AND PART-TIME STUDENTS: INDIVIDUALS IN HIGHER EDUCATION

A REPORT OF COMMISSION XIII

STUDENT PERSONNEL WORK FOR ADULTS IN HIGHER EDUCATION

JERROLD I. HIRSCH, EDITOR

CG 007 674

ED 070981

PROCEEDINGS OF A CONVENTION WORKSHOP

TUESDAY, MARCH 28, 1972 - 8:00 AM - 5:00 PM

CONRAD HILTON HOTEL
CHICAGO, ILLINOIS

ADULT AND PART-TIME STUDENTS: INDIVIDUALS IN HIGHER EDUCATION

HELD DURING THE AMERICAN PERSONNEL & GUIDANCE ASSOCIATION CONVENTION
MARCH 26 - 30, 1972

THEME - "INVOLVED FOR HUMAN DEVELOPMENT"

A REPORT OF COMMISSION XIII
STUDENT PERSONNEL WORK FOR ADULTS IN HIGHER EDUCATION
AMERICAN COLLEGE PERSONNEL ASSOCIATION

PROFESSOR, JERROLD I. HIRSCH
DEPARTMENT OF STUDENT PERSONNEL
STATEN ISLAND COMMUNITY COLLEGE
CITY UNIVERSITY OF NEW YORK

FOREWORD

"Adult and Part-Time Students; Individuals in Higher Education," is the fourth workshop sponsored by Commission XIII - Student Personnel Work for Adults in Higher Education under the auspices of the American College Personnel Association, a sub-division of the American Personnel and Guidance Association. This Commission held previous workshops on "Counseling The Adult Student" - "College Personnel Services For The Adult" and "Counseling Adults: Contemporary Dimensions."

Commission XIII is concerned with encouraging and directing the leadership in "Student Personnel Work for Adults in Higher Education." Meetings of the planning staff were held in New York City, to develop the details for this workshop. It was a challenge and inspiration to have had the opportunity to work with the members of Commission XIII, especially those individuals on the workshop planning staff. I am appreciative and most grateful to the following professionals whose encouragement and planning made for the success of this workshop.

Mr. Robert A. Allen, Jr.

Mr. William H. Anderson

Mrs. Dorothy Becker

Dr. Martha L. Farmer

Mrs. Norma Varisco dé Garcia

Dr. Margaret A. Green

Dean Frank V. Kelley

Dean Edward W. Phoenix

A special note of thanks to my personal secretary at Staten Island Community College, Mrs. Audrey Smith who typed and helped edit these conven tion proceedings.

Jerrold I. Hirsch
New York City
June 1972

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ADULTHOOD

DR. LEDFORD J. BISCHOF
NORTHERN ILLINOIS UNIVERSITY

Psychologists have been studying the developmental process of the human being for many years. The primary emphasis has been upon children or infants, adolescent, and then there's a long hiatus and again the developmental process is studied at the end of life or in gerontology.

However most people spend most of their lives as adults and it is about this age group which we appear to know the least. In addition to the few studies that we have, most of the studies have been extremely recent.

The measures in personality descriptions for children, infants, may not be very useful in studying adults thus we may need new and better tools for examining the developmental problems of adults particularly in the middle years, catagorically defined as ages 40-60.

In general, the full life span can be divided into three life phases as follows: ages 0-40 construction

ages 40-60 consolidation and culmination

ages 60 termination contraction and reduction or (disengagement)

It is the middle period of consolidation and culmination of life goals that this particular paper is interested in.

TERMS

Certain terms or phrases seem to be highly relevant to the middle years of life.

"Irreversibility" There comes a period of time in the adult when one cannot reverse the processes or go back and undo a previous activity whether this be marriage, parenthood, loss of job, etc. In other words, although one might redo or undo a childhood activity and start again, as the adult life continues, one is faced more and more with the impossibility of going back or reversing the processes.

"Locked in a vocation" Many men find themselves locked into a vocation as they approach the middle years. In short they find that they do not have the mobility that they had in the 20's and 30's which at that age they were able to go or hop from one job to another. Now they find themselves burdened with family responsibilities, mortgages on their homes, all of which keep them from changing jobs. Some studies even indicate that when a man retires and looks back upon his life's work he very frequently wishes he had pursued another occupation, "If I had to do it all over again, I'd be a lawyer," says the school teacher.

"Locked in a marriage" This is the marriage dilemma in which two individuals having been married a long time discover an incompatability but being unable to be separated or gain a divorce feel locked in their marriage.

"Middle Class Norms" Most theory and research concerning adults in their middle years of ages 40-60 revolve around middle class white individuals. It is these people who are easiest to work with and most willing to cooperate and be involved in a psychological research project. Thus we do not have full data on the very rich and the very poor. Frequently the very rich feel the psychologist will probe too deeply into their innermost thoughts. On the other hand the very poor feel maligned and unwilling to cooperate unless there is some social service aspect involved in their participation.

"Role Comfort" We find as we study middle aged people that they now can accept and solidify the roles they play in life. Not only that but they find a greater satisfaction and skill in the roles they play. Newer roles are minimized.

"Style of Life" By the middle years the individual has created a style of life which apparently changes very little. It is at this time that they have built upon their past successes or collapsed on past failures.

"Critical Periods" This is a factor when the value of past experiences and knowledge no longer compensate for deteriorating physiological and psychological skills.

CONCEPTS

Aging appears to be a modern social achievement certainly in the United States though possibly not in Asiatic countries. In the 18th century evidence seems to indicate that the individual desired three things: survival, status quo, and an acceptance of fate.

On the other hand, in the 20th century we find the middle aged individual not so much interested in simply surviving but wanting long life and longevity. On the other hand rather than wish for status quo, the individual wants enrichment, he wants to expand his living arrangements, his vacations, and this entire style of life. A third factor which seems to emerge from the 20th century is the degree of mobility not known in the 18th century. He moves about geographically, he moves about socially, and he moves about occupationally.

Aging is most certainly culturally influenced. There are great ethnic differences in the ability toward later life. The socio-economic differences are vast. It is most difficult for the poor in grubbing out a life style to live to be very old whereas the wealthier and rich people who can afford longer vacations, greater medical care, will have much longer lives.

The evidence seems to indicate that the middle aged individual or what used to be old age, ages 40-60, now becomes more of a new "prime of life."

The more "unfinished business" the adult carries into adulthood the longer and harder his adjustment to adulthood will be.

Most researchers indicate that by the mid-thirties for the average adult they have established a life pattern that will remain with only minor changes for the rest of their lives.

There are large areas of effort which are not necessarily problems for most adults in early and middle research. These are marriage, parenthood, roles they play, occupations, standard of living and for some the special situations of widow and widowership, divorce and remarriage, illness, traumatic and chronic, tragedy (loss of business or the death of a child) and the mobility of the modern way of life.

As stated previously, adulthood may be a period of achievement which does not have the stress and strain of adolescence. In other words, whereas the adolescent strives for popularity, finds his recreational desires thwarted by small communities, conforms highly to the clothes that other adolescents wear, has some moral indecision, has great fluctuations in friendships and has unexpressed and unfulfilled economic desires, we find the adulthood not pressed and pulled by these adolescent problems.

RESEARCH ON MIDDLE AGE - PRELIMINARY RESULTS

The author has conducted research primarily on middle aged women over the past eight years. There are approximately at this time 500 subjects involved in this particular research.

The initial contact with these subjects, ages approximately 40-60 is to use cartoon humor. Cartoon humor has been found to be an excellent introductory device to solicit response and cooperation from subjects who generally are most reluctant to indulge in a psychological study. What follows is a very preliminary bringing together of the various data as found from response to cartoon humor and indepth interviews from randomized populations.

From our study there appears to be some role confusion in mid-life in regard to marriage and parenthood. Many husbands and wives have spent a great deal of their energy and time in being parents rather than husbands and wives. Thus we have classified them as "baby raising teams." Thus means that after the last child has left because of marriage or attendance at college the husband and wife are faced with each other. They find some difficulty in redefining their roles. Further evidence seems to indicate that some of them have been married too soon. Thus before they ever learned to live together in a marriage relationship they suddenly began to raise babies and thus energy and emotions were drawn off in taking care of the children.

Most results of the current research indicate a vast difference in socio-economic classes. Many of the middle class subjects were much prone to over-identify with structured life patterns continuing toward upward mobility.

Persistent Worries

One preliminary result appears to be a difference between adult women and adult men in what their persistent worries are.

It appears that adult women worry persistently in the following order: about their children, then about their husbands, then about their parents. Following that there appears to be some persistent worry about themselves. In contrast the men in this study, from the preliminary results only, will have a persistent worry about their family as a single unit. The worry seems to subside particularly if they feel they are doing everything they can do to support the family. Their next worry seems to concern themselves and their image. Finally, the adult men in this study from the preliminary results may worry about their parents as a unit. Frequently we find the wife being more concerned about her husband's parents than the husband is himself.

Problem Solving Techniques

So far adult women appear to "fuss" over many problems. They give evidence of asking or reading or soliciting advice from every source possible: newspaper columns, pastor, priest or rabbi, husband, friends,

almost casual acquaintances. However, even though the advice may be unanimously in one direction the majority of our subjects may turn right around and make up their mind directly in face of the evidence given them that they have so asiduously solicited.

Men in the study however, indicate a very strong sensitivity toward criticism from the men they work with. Only occasionally we do find that they discuss a problem with their wives. From the preliminary results it appears that adult men ages 40-60 in this study only are quite hypersensitive to being criticized by their fellow men particularly the ones they work with and are in contact with over eight hours of a working day.

It should be noted that this area of research with normal subjects at the adult ages of 40-60 is extremely unstructured. Much research is yet to be done. The theories, the research models and a concerted effort to learn more about this particular developmental age period are only beginning to be formulated.

SOCIOLOGICAL IMPACTS OF EDUCATION ON ADULT MINORITIES

DR. WILLIAM BYAS
SAGINAW VALLEY COLLEGE

When speaking of any topic, of necessity I feel one must define the frame of reference from which he speaks...Having worked primarily with minorities prior to July 1971, I would suspect that the sociological impacts of adult education we propose to embark upon will be based upon our knowledge of that segment of the population. When we talk in terms of minorities, we are talking primarily in terms of that segment of the population who have traditionally been omitted from the mainstream of the American way of life...This would include such groups as Blacks, Mexican-Americans and American Indians. I chose to make this distinction primarily because I am convinced that the sociological impacts of adult education varies from one ethnic group to the other.

The exposure to higher educational opportunities for adult minorities often gives them a greater awareness and puts them into position to reap the benefits of the following institutions:

1. Economics
2. Politics
3. Housing
4. Education

Economics:

When we speak in terms of economics we are thinking of a group of people whose median income is considerably lower than that for the rest of the nation. I believe that discrimination in schools, housing and jobs are the resulting factors of institutionalized racism. Improvement of such economic conditions would be the immediate sociological impact of adult higher education for minorities. I would also not be hesitant in adding that economics is the chief motivating agent for minorities getting involved in education at the adult level. It is not disenchantment with being around the house, or the idea of changing occupations because one has become bored with what he has been doing. It is economics which determines our political structure.

Politics:

According to the Labor Bureau of Statistics, proportionately fewer minorities have registered to vote. When it comes to actually voting we also have fewer percentage-wise voters. Should higher education for adults represent relevancy and viability? It should station them in position to unlock their minds to the extent that they can easily see that the political structure of this nation has more influence upon them than all other institutions combined.

Housing:

We would like to think that once one has improved his economic condition that a corresponding increment would be evidenced in housing. The Bureau of Labor Statistics notes that for the minority segment of the population, the number owning their dwellings is

considerably lower than that of the entire population. We would accept the fact that when we think in terms of acquiring housing that increased income would give one the facilities to add the necessary items to make one's interior and exterior structure suited to his appetite. But what about the surroundings? It has been proven that our neighborhood determines the type of schools that our kids are exposed to. This issue of schools is one which adult minorities must be highly concerned with if their exposure to higher education will really mean something to them.

Schools:

Even though the drop-out rate of minorities is high and their median age in adult education is considerably lower than that of other segments of the population, these people really become very involved in the types of public school systems that their kids are exposed to. This new found awareness would include such issues as:

a) bussing
b) segregation
c) high drop-out rates and its implications
d) teacher-preparation
e) developmental and compensatory education

and perhaps a host of other things.

Therefore all of these institutions are inter-related. I do not know which has the greatest amount of influence. All I can say is that economics determines our politics, politics determines the type of education that our kids will be exposed to, education in turn determines our economics, economics in some way determines the type of housing we have, the housing we have influences the type of education and the education determines our source of economics. And it goes on and on... Where does it stop? The late Whitney Young wondered the same thing when he was attempting to obtain more jobs for blacks. His quotation is entitled "Where does the buck-passing stop?"

"I go to the employer and ask him to employ Negroes and he says: "It's a matter of education." I would hire your people if they were educated." Then I go to the educators and they say, "If Negro people lived in good neighborhoods and had more intelligent dialogue in their families, more encyclopedias in their homes, more opportunity to travel and a stronger family life, then we could do a better job of educating them." And when I go to the builder he says: "If they had the money I would sell them the houses."---and I'm back at the employer's door again, where I started to begin with."

The question I am raising is "Where does it stop?" Those of you who are involved in adult education can make adult education for minorities make the difference.

VOCATIONAL DEVELOPMENT IN PEOPLE CHANGING INSTITUTIONS

DR. EUGENE W. SCHOCH
UNIVERSITY OF TENNESSEE

I wish to focus on the concept of vocational development as it applies to the adult student in higher education. More adults are seeking additional educational experiences. The continued growth of the community and evening college enrollments will attest to this fact. More adults will need counseling on career choice, personal problems and developmental problems in the years ahead, if the trends suggested in the APGA Guidepost's lead article of March 1972, A Question of Survival, continue: "Is American Education - faced with financial problems across the nation - preparing to turn its back on the social needs of its students and go back to an earlier era's view of schooling - the bare three r's and the back of the hand to the rest?"

Here in Chicago, the school board moved to reduce costs by eliminating many supportive personnel. "But hardest hit were the crucial, direct professional services to the students --- Pupil Personnel Services and guidance and counseling, with a $5,226,791 reduction." (1) Fewer guidance counselors in the secondary schools means delayed, or faulty, decisions reached before adulthood. Therefore, our efforts to facilitate vocational development in our adult programs will be in greater demand. Our student personnel programs must be designed to help students change.

"Student development in higher education is commonly conceived as the measurable change that occurs in a student's behavior between the beginning and end of his college experiences. Change will be cognitive or affective in nature; it may have to do with intellectual, vocational, or personal development. Of major concern in this context, of course, is the nature and extent of the influences of varying college experiences on student development." (2) The college experience for adult students must be centered on the vocational aspects of development, as well as the intellectual and personal.

Early attempts to theorize about individual vocational development made the assumption that this process was completed by the age of 25 or so. The Minnesota school of thought saw this process as matching men and jobs, or the trait and factor theory. E.G. Williamson's description of career counseling, based on this theory was akin to the scientific steps in problem solving. (3) (Diagnosis, Prognosis, Synthesis, etc.) Eli Ginsburg came on in the early 50's with the theory that this process was a compromise between needs and possibilities, but a process that was largely irreversible. (4) Donald Super brought into the study of vocational development the concept of mental maturity. (5) Consequently, he attempted to measure the vocational growth of individuals by their knowledge of the world of work. He developed three stages in his process namely, exploration, crystalization and specification. Interesting to note that the second stage was accomplished by the age of 25 -- two-thirds occuring between 15-18 years of age, and one-third between 18-25 years of age. I briefly mention these three as examples of the many theories

which may have led us to believe that any one in the middle age years seeking new vocational goals through education may be seeking to return to an earlier stage of development (regression) or never having reached that stage of development (immaturity). Much of our educational and psychological assumption regarding adulthood seem to believe vocational choice occurring rather early in the life span. Of course, our students will live longer and have a more complex, changing world of work, than the young adults in the 30's, 40's, and 50's. Therefore, we must learn to cope with the vocational developmental process.

Eli Ginsberg himself, has recently changed his theoretical assumption on occupational choice. He made the following statements in the latest Vocational Guidance Quarterly:

"---in contrast to my earlier view that saw the process of occupational choice as coming to a permanent closure when an individual begins to work in his early or middle 20's, I now believe that the choice process is coextensive with a person's working life; he may reopen the issue at any time." (6)

Erik Erikson says: "For every developmental crisis brings with it not only increased vulnerabilities but also some new strength." (7) As we learn to deal with the vocational developmental crises of our students, we must also continue to do research and develop new models.

ACPA's most recent monograph is entitled Student Development in Tomorrow's Higher Education: A Return to the Academy and addresses itself directly to this issue:

> "The growing adult education movement in this country should have the beginnings of a literature that will serve as a starting point for some understanding of adult populations who return to school. So far most of student personnel efforts designed to work with this population have followed the remedial model used so often with special populations. Instead of examining the potentiality for offering unique educational experiences, the emphasis has been on trying to help these populations deal with adjustment problems.
>
> Human development does not stop at marriage or age 21. Many developmental crises lie ahead and answers are needed as to how learning experiences can help these become positive and growth producing rather than just aging experiences. This would be only a half step unless processes are also sought by which these educational ventures can lead to further personal fulfillment, plus the acquisition of new ideas about self as well as new skills." (8)

My search for studies on adult vocational development and ways to implement such a program brought me two wonderful returns --- a phrase and a theoretical model. The phrase is the perfect label for your (our) type of institution and should be quickly adopted. The phrase is "people-changing institutions." I found this label and the theoretical model in the A.C.T. Research Report --- No. 47, December, 1971.

I invite you to read the entire report, entitled The Impact of College on Students' Competence to Function in a Learning Society. (9) May I indulge your attention a few minutes more to read you their concluding paragraphs:

> "The theoretical model developed in this study is not limited to studying the effects of higher education on students. The framework is readily applicable, with minor alterations, to any social institution which is concerned with changing people. 'People-changing institutions' include the schools at all levels, prisons, mental hospitals, and the part of the military where training is most prominent.
>
> Within each of these social institutions exist goals oriented toward the modification of individuals. This modification may be minor as in the case of the military or very drastic as in the case of mental hospitals and prisons.
>
> The fact that people-changing institutions are so prevalent in our society leads to a natural curiosity on the part of the social scientist; but in addition, the fact that large numbers of people are either employed by or pass through such institutions makes knowledge of their outcomes important more generally. Since many of the outcomes of people-changing institutions are integrally related to particular value positions, understanding their effect takes on added significance.
>
> In conclusion, the applicability of the theoretical model developed in this research appears to have wide utility for the study of all types of people-changing institutions. The structural analysis of the impact of such social institutions has importance for value positions, policy matters, administrative decisions, and for the expansion of the understanding of such institutions by social scientists."

Our concerns for adult vocational development have been recognized as a portion of the broader professional responsibilities for Tomorrows Higher Education. We have found one theoretical model to test our hypotheses and we have a catchy slogan to stimulate our efforts. This Workshop of Commission XIII of ACPA is the type of continued effort we need, as professional college personnel workers, to face the challenges in people-changing institutions.

(1) American Personnel and Guidance Association, The Guidepost, Washington, D.C. March 1972, pg. 1.

(2) Evaluation Comment -- UCLA Center for Study of Evaluation, Los Angeles, November 1971, Volume 3, No. 2, pg. 10.

(3) Williamson, E.G. Student and Occupations, New York, Holt, Rinehart and Winston, Inc., 1937.

(4) Ginsberg, Eli, S.W. Ginsberg, S. Axelrod and J.L. Herma. Occupational Choice: An Approach to a General Theory, New York, Columbia University Press, 1951.

(5) Super, D.E. "A Theory of Vocational Development," American Psychologist, May 1953.

(6) Ginsberg, Eli, "Toward a Theory of Occupational Choice: A Restatement," Vocational Guidance Quarterly, Washington, D.C. March 1972, Volume 20, No. 3, pg. 169.

(7) Evans, Richard I. "Dialogue with Erik Erikson," New York, E.P. Dutton & Company, Inc., 1969, pg. 58.

(8) Brown, Robert D. "Student Development in Tomorrows Higher Education: A Return to the Academy." ACPA Student Personnel Series, Washington, D.C., April 1972, No. 16, pg. 46.

(9) Walizer, Michael H. and Robert E. Herriott, "The Impact of College on Students' Competence to Function in a Learning Society." ACT Research Report, Iowa City, Iowa, December 1971, No. 47.

A COMPARISON OF THE ADULT EVENING COLLEGE STUDENTS AND THE REGULAR COLLEGE STUDENT

WILLIAM H. ANDERSON
UNIVERSITY OF TENNESSEE, AT NASHVILLE

The adult student is present in growing numbers on the college and university campuses but they cannot be served in the same manner as the regular college student attending the traditional day-time institutions. This study will assist in finding out the differences between the adult evening college student population and the regular college student population.

A recent Carneigie Commission for Higher Education report gives several sweeping recommendations that could enhance the ease with which the adult students could continue their education. These recommendations include reducing the time it takes for a student to get a degree, loosening educational structures and rules so that adults can enter and youth can step out more easily and providing opportunity beyond the conventional campus through the open university and the external degree programs that would utilize the latest educational data and technology (Carnegie Commission, 1972).

Knowles expresses the urgency: "Adult education is really on the threshold of becoming the largest and most important part of our total educational system: (1964, p.67). McGrath writes: "The opportunities for continuing adult education, in many instances leading to degrees, must be placed near the top of any priority listing of the nations requirements in education" (1964, p. 95).

Institutions of higher learning, therefore, are looking for data that will assist them in serving the adult student. Any differences found between the adult evening college student and the regular college student, while applicable to this study alone, may provide direction in planning and have implications for the establishment of future administrative policies, academic programs and student services.

DEFINITION OF TERMS

Adult--In studies that relate to the adult student one of the major difficulties has been arriving at a workable definition of an adult. There are several studies that set a chronological age and consider anyone above that age to be an adult. Age 26 and older was used by Erikson (1968), while age 25 and older was used by Beagle (1970). Legally in years past those above 21 were considered adults since they could vote and accept the other responsibilities of adulthood, but recent federal, state and local legislation has decreased this age in many areas to 18.

There are others who define an adult without the pivotal point of the chronological age. Wientge defined an adult as one who "is employed or employable in a full-time occupation or retired because of

age from a full-time occupation" (1966, p. 247). For purposes of this study the following operational definition will be used: "An adult is an essentially self-sustaining and/or socially independent person, regardless of chronological age and he is regarded by society and self as fulfilling an adult role" (Maslow, 1965, p.70).

Evening College Student--a student who attends in late afternoon and evening classes offered by an institution of higher learning.

Regular College Student--Beagle defined in her study the regular college student as "an undergraduate student . . . . who had preceeded directly to the university after grade twelve and had met admissions and standards of that university" (1970, p. 30).

The adult students in this study were attending the University of Tennessee at Nashville, which became the fifth primary campus of The University of Tennessee System on March 15, 1971.

The evening student at The University of Tennessee at Nashville can choose a baccalaureate degree in Arts and Sciences, Business Administration, Education and Engineering. Resident and extension graduate credit courses are offered in Business Administration, Education, Public Administration and Engineering. An Associate of Arts Degree in Nursing is also offered. The University of Tennessee Graduate School of Social Work is also housed in the downtown campus building.

The city of Nashville is a metropolitan area that encompasses the entire county and has an approximate population of one-half million. The general service area for the city covers adjoining counties and includes another one-half million residents. The University of Tennessee at Nashville serves this population.

> The University of Tennessee at Nashville is unique among The University of Tennessee's campuses in that its students consist primarily of working adults, men and women who are employed during the day and who are students in the evening. Also unique is the fact that UTN is housed in a single complex, a new multi-million dollar facility in the downtown district of Tennessee's capital city. (The University of Tennessee Record, July 1971.)

The subjects of this study were residents of Metro-Nashville and Middle Tennessee who were enrolled in one or more courses for the Fall Quarter of the 1971-72 school year. They were enrolled for either college-credit courses to either work toward a degree or to experience personal enrichment.

The data were collected during the Fall registration, 1971.

INSTRUMENT USED

The questionnaire used for this study was the College Student Questionnaires Part 2 published by Educational Testing Service in

directedness. Items 158, 159, 160, 161, 162, 163, 164, 165, 166, 167.

(L) Liberalism is defined as a political-economic-social value dimension, the nucleus of which is sympathy either for an ideology of change or for an ideology of preservation. Students with high scores (liberals) support welfare statism, organized labor, abolition of capital punishment and the like. Low scores (conservatism) indicate opposition to welfare legislation, to tampering with the free enterprise system, to persons disagreeing with American political institutions, etc. Items 171, 173, 176, 179, 182, 185, 188, 192, 194, 200.

(SC) Social Conscience is defined as moral concern about perceived social injustice and what might be called "institutional wrong-doing" (as in government, business, unions). High scores express concern about poverty, illegitimacy, juvenile crime, materialism, unethical business and labor union practices, graft in government and the like. Low scores represent reported lack of concern detachment, or apathy about these matters. Items 172, 174, 175, 177, 178, 181, 186, 189, 191, 193.

(CS) Cultural Sophistication refers to an authentic sensibility to ideas and art forms, a sensibility that has developed through knowledge and experience. Students with high scores report interest in or pleasure from such things as wide reading, modern art, poetry, classical music, discussions of philosophies of history and so forth. Low scores indicate a lack of cultivated sensibility in the general area of the humanities. Items 180, 183, 184, 187, 190, 195, 196, 197, 198, 199.

Responses to the items in the CSQ-2 are the likert-type of summated scale. The four alternatives on each item have score values or weights that will range from one on the first alternative answer through four for the fourth alternative answer. An individual can have a score which is the sum of each of the ten item values within the scale.

The scales in CSQ-2 are ordinal measures only. The scale scores "will serve to order groups of students in higher-than or lower-than relationships on the dimensions measured by the scales.....equal score differences do not necessarily signify equal differences in terms of the trait measured by the scale" (Peterson, 1968).

Scale comparisons. The mean scores of each scale for the adult student population were charted on the CSQ Comparitive Data, Part 2 forms according to institutional means (Figure 1), individual means (Figure 2), and subgroup means (Figure 3).

Institutional means. Institutional comparisons (Figure 1) reveal only two scales (SS and SM) of the adult college population are near the means of the regular college student group. Five of the scales (PI, SF, SA, SH, and EI) are more than one standard deviation from the mean.

Individual means. The individual University of Tennessee at Nashville means on the scales are graphically compared to the individual means in the normative data (Figure 2). This indicates that all University of Tennessee at Nashville scores are within one standard deviation of the comparative data mean.

A t-test comparison of these individual means was made on each of the eleven scales (Roscoe, 1970). These data are presented in Table 5. Eight of the comparisons were significant at the .01 level of significance with degrees of freedom. No difference appeared between the adult evening student and the general college student on the Cultural Sophistication Scale (CS), the Satisfaction with Major Scale (SM) and the Satisfaction with Students Scale (SS).

The scales showing significant differences were: Family Independence (FI), Peer Independence (PI), Liberalism (L), Social Conscience (SC), Satisfaction with Faculty (SF), Satisfaction with Administration (SA), Study Habits (SH), and Extra-curricular Involvement (EI).

The University of Tennessee at Nashville students scored higher than the normative group on six scales: FI, PI, SC, SF, SA, and SH. They scored lower on L and EI.

Subgroup means. The means of each of the subgroups were compared graphically to the means of the comparative data (Figure 3, page 46).

The four subgroups were female part-time, female full-time, male part-time and male full-time. The means of each of the subgroups were compared to one another to determine if further analysis would indicate significant differences between the subgroups. The t-test comparison was made with the six possible comparisons on each of the eleven scales.

Only three significant differences appeared ($p > .05, \infty$ df.). The male part-time student scored significantly higher than the female part-time student on the Peer Independence Scale (Table 6).

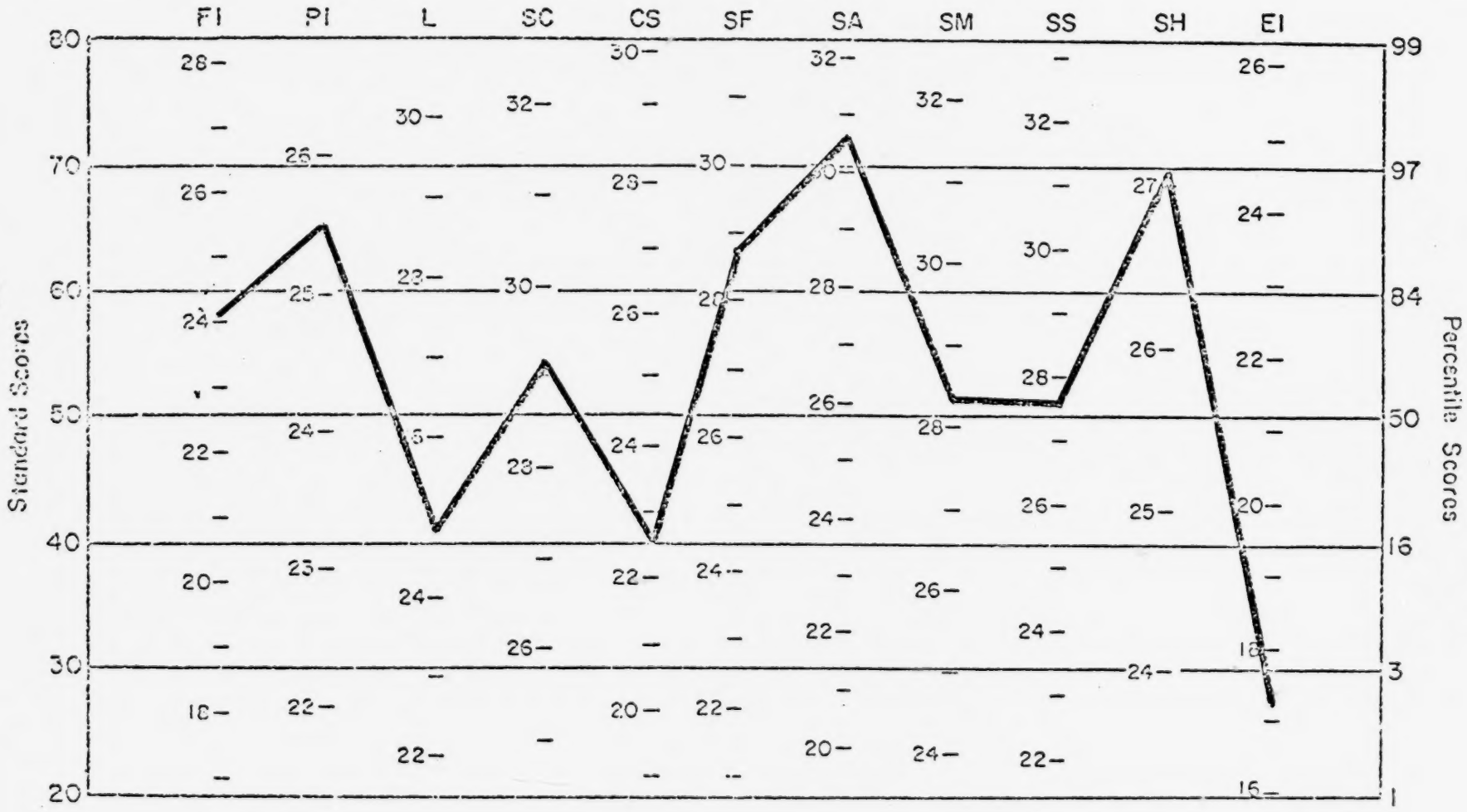
The female part-time student scored significantly higher than the male part-time student on the Cultural Sophistication Scale (Table 7).

The female part-time student scored significantly higher than the full-time male student on the Satisfaction with Administration Scale.

COLLEGE STUDENT QUESTIONNAIRES, PART 2

Institutional Means: Standard Score and Percentile Equivalents

Figure 1



COLLEGE STUDENT QUESTIONNAIRES, PART 2

Individual Means: Standard Score and Percentile Equivalents

Figure 2

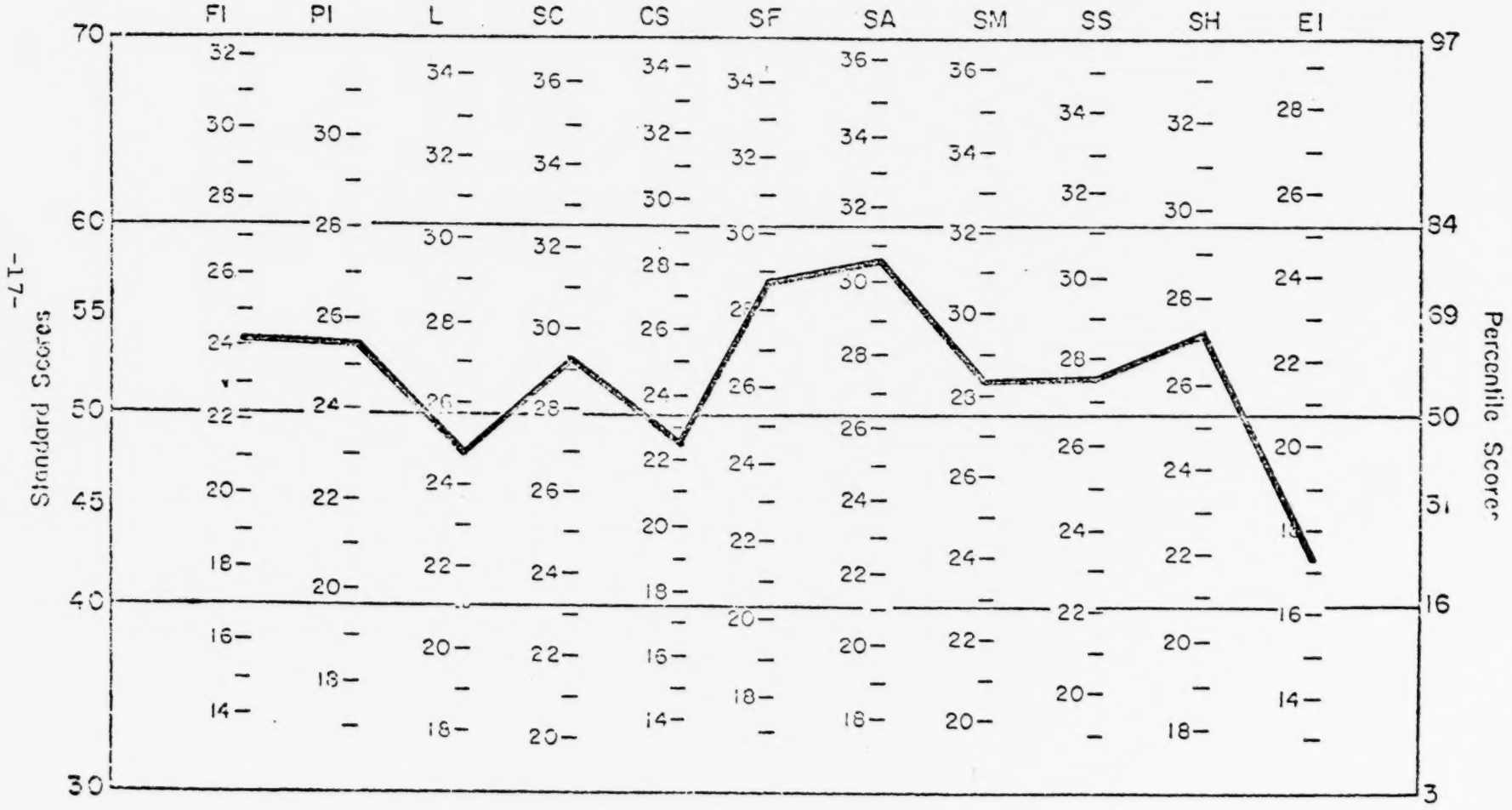


Chart based on data contained in CSQ Comparative Data, Part 2, Page 6. (ETS, 1968)

Figure 3

SUBGROUP INDIVIDUAL MEANS COMPARED WITH THE INDIVIDUAL MEANS OF THE COMPARATIVE DATA

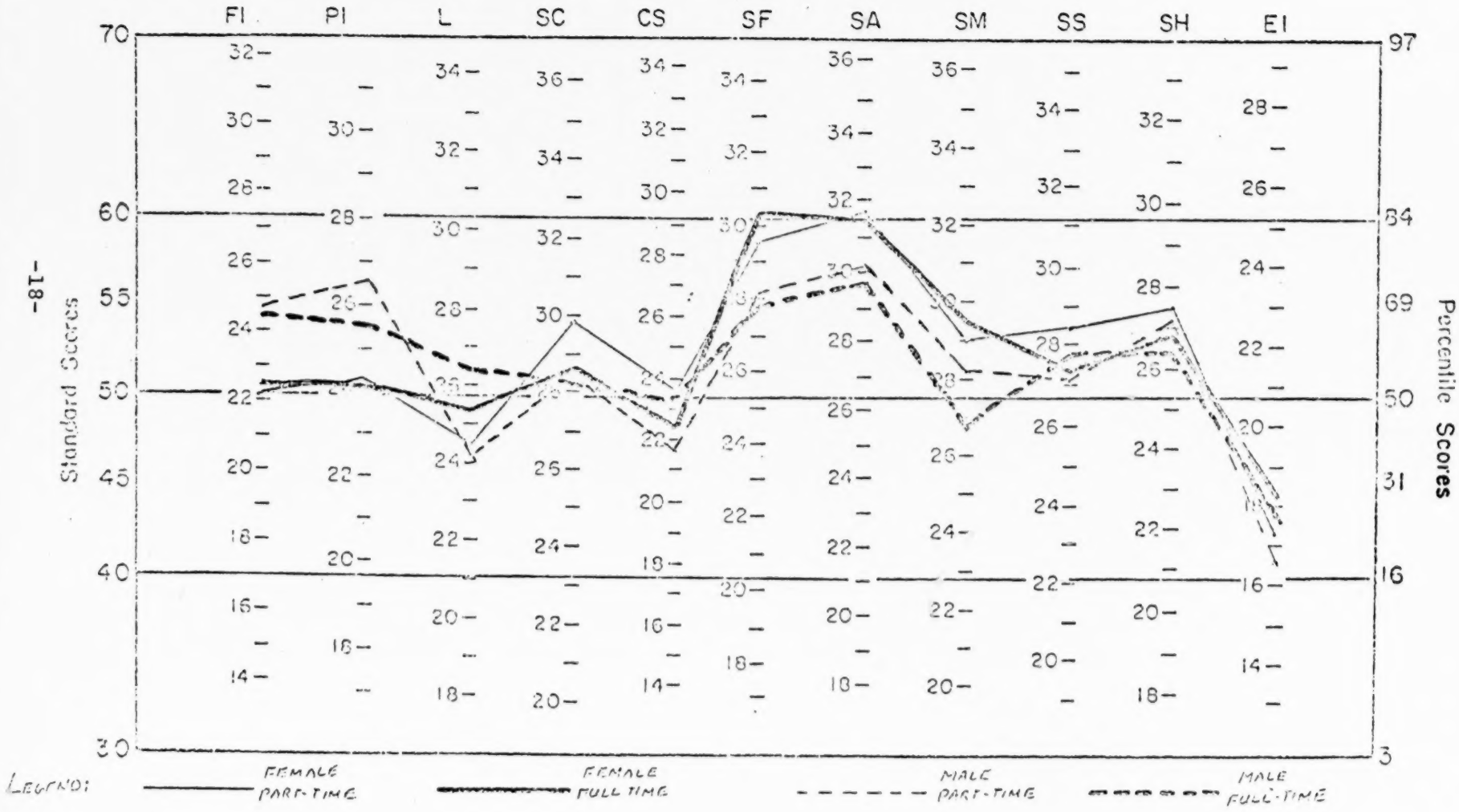


Chart based on data contained in CEEB Comparative Data, Part 2, Page 6. (ETS, 1969)

A COMPARISON OF THE UNIVERSITY OF TENNESSEE AT NASHVILLE MEAN SCORES WITH COMPARATIVE DATA MEAN SCORES ON THE ELEVEN SCALES OF CSQ-2

Code	Scale	COMP. DATA N1	COMP. DATA Mean 1	COMP. DATA SD 1	UTN DATA N2	UTN DATA Mean 2	UTN DATA SD 2	T-Value
FI	Family Independence	1500	22.16	5.24	249	24.17	6.04	-5.4756*
PI	Peer Independence	1500	23.98	4.12	241	25.42	4.22	-5.0164*
L	Liberalism	1500	25.86	4.65	248	24.87	5.60	3.0094*
SC	Social Conscience	1500	27.98	4.71	253	29.11	4.74	-3.5247*
CS	Cultural Sophistication	1500	23.51	5.31	257	22.63	5.18	2.4621
SF	Satisfaction with Faculty	1500	25.27	4.69	178	28.74	4.99	-9.2627*
SA	Satisfaction with Administration	1500	26.33	5.26	193	30.62	4.77	-10.7684*
SM	Satisfaction with Major	1500	27.55	4.56	108	28.26	4.36	-1.5663
SS	Satisfaction with Students	1500	26.83	4.49	188	27.62	4.16	-2.2909
SH	Study Habits	1500	25.22	4.35	194	27.06	4.61	-5.5020*
EI	Extracurricular Involvement	1500	20.84	4.46	255	17.28	4.77	11.6560*

*$p > .01$ with ∞ d.f.

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SUBGROUP COMPARISONS ON PEER INDEPENDENCE SCALE

Subgroups 1	Subgroups 2	N1	Mean 1	SD 1	N2	Mean 2	SD 2	T-Value
Female part-time	Female full-time	74	24.15	3.76	31	24.10	3.88	0.0609
Female part-time	Male part-time	74	24.15	3.76	83	26.60	4.28	3.7658*
Female part-time	Male full-time	74	24.15	3.76	32	25.75	4.53	1.8689
Female full-time	Male part-time	31	24.10	3.88	83	26.60	4.28	2.8197
Female full-time	Male full-time	31	24.10	3.88	32	25.75	4.53	1.5257
Male part-time	Male full-time	83	26.60	4.28	32	25.75	4.53	0.9306

* $p > .05, \infty$ d.f.

SUBGROUP COMPARISONS ON CULTURAL SOPHISTICATION SCALE

Subgroups 1	Subgroups 2	N1	Mean 1	SD 1	N2	Mean 2	SD 2	T-Value
Female part-time	Female full-time	75	23.52	5.23	31	22.58	4.06	0.8868
Female part-time	Male part-time	75	23.52	5.23	94	21.81	5.27	2.0903*
Female part-time	Male full-time	75	23.52	5.23	34	23.06	6.03	0.4013
Female full-time	Male part-time	31	22.58	4.06	94	21.81	5.27	0.7379
Female full-time	Male full-time	31	22.58	4.06	34	23.06	6.03	0.3670
Male part-time	Male full-time	94	21.81	5.27	34	24.06	6.03	1.1304

*$p > .05$, ∞ d.f.

THE NEW SETTING IN NEW YORK

LYNN D. JOHNSTON
STATE UNIVERSITY OF NEW YORK
COLLEGE AT BROCKPORT

When Mr. Allen asked me to participate in this session several months ago, I was pleased to accept the invitation. Every segment of the college community is being affected by the changing scene in higher education. Student personnel work, like other aspects of college life, must change to meet the changing needs of a different clientele and different curricular patterns.

For several years now, those of us who work in the higher education establishment have heard the call for change eminating from every sector. We have talked much about the need for change, but always in the future tense.

Once, after presenting the proposal for the establishment of our special adult degree program, the Bachelor of Arts in Liberal Studies, to a group of educators, one of them expressed some disbelief about the feasibility of achieving faculty approval for the changes incorporated in the program. After assuring him that the climate in the academic community was favorable for such change and that I anticipated faculty approval, he told me that he wished me every success, but felt somewhat like the young son of a religious friend who hadn't been attending Sunday School. Finally, after much persuasion, his mother convinced him to attend. The appointed Sunday arrived and the mother herded her eight-year-old Johnny into the proper Sunday School classroom. After attending the regular church service she returned to retrieve her son. As they drove home, the mother questioned the boy about what had occurred in his class. In answer to her query, Johnny replied with much enthusiasm:

> "Gee, mom, it was great. Miss Jones told us the story about General Moses and General Pharaoh."

Somewhat surprised, but hesitant to jump to the conclusion that the teacher hadn't interpreted the story somewhat liberally, the boy's mother questioned him further about what had occurred.

> "Yes," Johnny said, "she told us how General Moses was leading the Jewish army out of Egypt, and how General Pharaoh was in hot pursuit. In order to cross the Red Sea, General Moses and his army built a pontoon bridge. Just as they reached the other side, they saw General Pharaoh's army start across the bridge. As soon as all of the Egyptians were on the bridge, General Moses ordered it blown up, thereby, drowning the whole Egyptian army."

With this additional information, the mother knew that somehow the boy had mixed up the story.

> "Now, Johnny," she asked, "are you sure that's what the teacher told you?"

"Well, mom, it's not exactly the way she told it, but no one would believe the story she told us."

Well, no one could have believed a few years ago the story I'm about to tell you. Things have, indeed, changed. We're now working in the "new setting."

The sixties, with their massive student unrest, and the early seventies, which have brought a general financial squeeze to higher education, have forced the issue. Pressures from minority groups for open admissions, demands for more opportunities for women, student demands for a bigger role in educational planning and for "relevancy" are all factors in the "new setting." Advances in educational technology have made new alternatives possible. Teaching and learning machines, information retrieval and instruction systems, electronic study carrels and audio cassettes are only a few of the technological advances which have made new innovations in the delivery of higher education practical.

Change is now upon us. New programs are everywhere in evidence. The alternatives are being increased rapidly and there is every indication that many new ones will be available in the near future. New models for the delivery of education are being considered in which the variables of the educational system are being regrouped in a myriad of new configurations. Let us consider, for just a moment, what some of the variables extant in the educational model are.

First, there are alternative goals for education. There is new variety and acceptance for new modes of instructional technology, new methods of presentation are being employed, the variety of techniques of evaluation is being expanded, a new look at class size and its impact on the educational experience is being conducted, traditional views of academic schedules and sequences are being questioned, new alternatives for financing the endeavors of higher education are being considered, and new alternatives for the physical environment necessary for learning are being employed. Admission criteria are being altered, new academic advisement patterns are being tried, counseling is becoming a more integral part of the academic program, the criteria for staff selection and reward are changing, and certification is being separated from instruction.

The variety of possible combinations of these components is enormous. John Caffrey, in an article in Current Issues in Higher Education, suggests several models which might be used as alternatives to our present system of delivery. One model, he suggests, might be that employed by the Boy Scouts. There, a carefully selected series of precisely specified tasks which are designed to teach the novice clearly identified skills is employed. The learner then undergoes definite evaluations in which he must demonstrate competency in the skills. He is judged by people who are not involved in instruction. Each learner proceeds at his own pace and instruction is accomplished on an "each one, teach one" basis. The curriculum is subdivided into small, manageable segments and the learner receives recognition for each segment mastered.

Another model suggested by Caffrey is the cafeteria or supermarket of educational experiences, the student goes to the marketplace where he encounters all the ingredients of a complete menu --- appetizers, entrees, choice of condiments, desserts and even cocktails and liquors. The consumer makes his own selection and proceeds at his own pace. When he is finished, he is "checked out" or certified.

Many other models can be suggested. It is impossible to imagine the variety that will become available. What we can do, now, is take a look at some of the new programs that are available to give you an idea of the setting in which we must function in the years ahead. I have chosen to examine three programs from my own state, New York. They are the Bachelor of Arts in Liberal Studies, a special degree program for adults offered by the State University of New York College at Brockport; S.U.N.Y.'s Empire State College and the Regents External Degree Program.

Bachelor of Arts in Liberal Studies

The Bachelor of Arts in Liberal Studies degree program is a baccalaureate curriculum especially designed for adults. Its academic goals may be attained largely through various forms of independent study. It has few residential requirements. It is offered by the State University of New York College at Brockport and is administered by the Office of Continuing Education.

The Program is based upon the assumption that adults are different from younger college students. Before entering college, the adult has already compiled a record of activities related to career, home, community, and cultural life. His judgment is more experiences, and he has a broader understanding of human behavior. The crucial difference between the adult and the recent high school graduate is life experience.

How much should this adult experience count toward a liberal arts education? Should an adult who seeks a baccalaureate degree be required to pursue the same curriculum prescribed for younger college students? Is traditional attendance in regular college classes as valuable for him? Are the pedagogic methods and techniques which we use with seventeen to twenty-year olds required with adults? Is there an "adult level" in teaching? Can qualified adults be accelerated in their studies because of their special competencies and their need to conserve time?

We believe that to require an adult of forty with fruitful life experience to pursue a curriculum planned for the younger college student is inappropriate. The adult has often already developed the skills of reading, writing, talking, thinking and searching. He has frequently read widely, engaged in numerous civic activities, and made his mark in the economic community where he has learned responsibility, respect for human personality and some of the techniques of good social relations. He is usually married, established in his community, well on in his career, and eager to refine and enrich his intellectual life by subjecting his reading to greater direction, discipline and integration.

Why should he be required to sit out his time in a classroom studying English composition, principles of economics, or health education when he may already have achieved in the 'college of life' the aims and objectives of these courses? We believe it is more valid for him to be guided into the discipline and integration which he seeks within a curriculum built upon his accumulated life experience.

The adult enters college with intensely serious motivation and is frequently capable of doing independent study of high quality with considerably reduced classroom attendance. His motivations, moreover, are not only more serious than that of the younger college student, but are also more diverse.

The Bachelor of Arts in Liberal Studies is based on the foregoing rationale. In setting out to design a curriculum which would meet these needs of adults several other factors were considered.

First, many adults told us that they had, at various times in their lives and at various places, started work on their college education. Due to many intervening factors, they were forced to interrupt their studies and oft times were required to change colleges. Second, prospective students also told us that they were generally interested in an education which would broaden their understanding of the many facets of their lives. With these factors in mind and given our own belief in the merit of a liberal education, a curriculum in liberal studies was selected.

The curriculum is divided into four area studies: the Social Science Area, the Natural Science Area, the Humanities Area and the Integrating Area. Students complete one-forth of their work in each of the four study areas.

The study areas are composed of three parts: a period of individual study, an area seminar, and an area project. The content, method, time, and location of study which students undertake to satisfy the requirements of the periods of individual study are determined by the students in consultation with their advisors. In each area the choice of content is as broad as the area permits. For example, in the social science area students may select the content of their study from such disciplines as anthropology, black studies, economics, history, political science, psychology and sociology. In the natural science area students may select from astronomy, biology, botany, chemistry, computer science, earth science, geography, geology, mathematics, oceanography, physics and zoology.

As stated before, not only the content of the students' endeavors is selected by them but also the method and location of study. For example, students may elect to do their work by independent study reading programs, travel-study programs, television courses, correspondence study, classroom work at Brockport or any other acredited institution, or they may fulfill the requirements by proficiency examinations. The time schedule and sequence of each student's individual study program is determined by the student in consultation with his advisors.

Upon completion of the period of individual study in an area, the student enrolls in the area seminar. The seminars are devoted to the study of topics selected by the participating students. Discussion is inter-disciplinary and the seminars are led by a team of outstanding members of the faculties of the College. They are held at various times of the year on the campuses of the State University College at Brockport. In order to meet the needs of students who are employed in full time occupations the seminars are scheduled in either a series of weekend meetings, or a compact three week period. Finally, completion of each of the study areas requires a culminating independent study project. Each student, in consultation with his seminar faculty advisors, determines the nature and scope of his area project during the area seminar. The student then completes the area project at his own pace.

The program depends upon a continuing cooperation between the Office of Continuing Education and other colleges and universities Students may, as I mentioned earlier, fulfill the requirements of portions of the degree program by taking courses at other institutions. We, therefore, depend upon continuing education and evening college programs of other units of the State University as well as those offered by private institutions. Correspondence courses in some fields are not available through units of the State University of New York. As a result, students often involve themselves in such courses offered by other colleges and universities. We have, so far, been very successful in obtaining access for the students in the Bachelor of Arts in Liberal Studies degree program to the libraries of other colleges and universities. However, much work is needed in the area of inter-institutional cooperation to enable students to avail themselves of the various programs necessary to the completion of their educational plans.

Empire State College

The curricula of Empire State College are based upon the basic goal of the college, to help students clarify and enlarge their own purposes and pursue increased competence and awareness. In order tc fulfill that goal within the framework of the non-residenial mission of the institution a special organization has been created.

Empire State College has no campus. Its central office is located in Saratoga Springs and it has a series of learning centers scattered throughout the State of New York. At present, three learning centers are in operation; one in New York City, one in Albany and one in Rochester. Plans have been made for the establishment of twenty centers regionally placed throughout the state to meet the needs of the entire population. The learning centers are resource centers which organize the various resources of the community in which they exist to meet the educational needs of their students. In or around each community, as we are all aware, are a variety of learning resources ranging from industry, farms, schools, churches, health organizations, government and theatres, to libraries, schools, colleges and universities. Also available within practically any community are qualified professionals in many areas.

It is the task of the learning centers and their professional staffs to organize these resources in such a way that they can be used for the creation and completion of an educational program. Each learning center is staffed by a Dean, an Associate Dean, an Assistant Dean and twelve faculty mentors.

The individual who wishes to study at Empire State begins the process in a program of exploration and admission. Before applying to the College the prospective student is encouraged to visit the learning center nearest him to acquaint himself with the resources available. When he has determined that the facilities are adequate to serve his purposes, he makes formal application.

Upon admission each student participates in an orientation workshop during which faculty members present to him the general information concerning the resources of the center and the varieties of educational experiences available to him through the center. Immediately following the workshop, students identify themselves with one of the faculty mentors of the center and begin the creation of their study program. Student mentor conferences are scheduled to lay out a program which clarifies what the student wishes to achieve and outlines the instructional materials, the specific educational experiences, the personnel requirements, and the evaluation procedures which are to be included in his academic program.

All of these things are then written into a contractual agreement between the student and the mentor. The contract outlines not only the responsibilities of the student but also those of the mentor. It includes the complete study program as well as the evaluation methods which are to be employed. The contract also sets the pace of the students work.

Empire State College offers basically three modes of learning experiences to the student. First, for those students who wish to pursue a specialized body of knowledge, there is the disciplinary mode. The student then can proceed by using materials prepared by recognized faculty scholars in an independent study manner or he may enroll in courses offered at nearby institutions. Such study must be part of a coherently planned general program of study. Second is the holistic mode which allows the student to work in several areas of knowledge and to employ various disciplinary methodologies in the study of the issue he has selected. The College has created a limited number of holistic models which are currently in use. Each one is open enough to be modified by the individual student to meet his special interests, while at the same time, broad enough in concept that is provides a truly interdisciplinary approach.

Holistic programs are now available in the following three divisions: social and behavioral sciences; humanities and arts; and science, mathematics and technology.

The third approach to study offered by the College is the experiential mode. Programs of experiential learning include a number of diverse activities which are generally not a part of the resources offered by the learning center. The student generally contracts to do these things himself after consultation with a faculty mentor. The experiential program

must relate to the overall educational goals of the student and careful evaluation is required to authenticate the meaning and value of the experience.

At the present time, Empire State College offers the Associate in Arts and the Bachelor of Arts degrees. Major concentrations and offerings of the College are in the following disciplines: anthropology, economics, English, fine arts, geography, history, mathematics, philosophy, physics, political science, psychology and sociology.

Empire State College is a new unit of the State University of New York. It was created in 1970 in response to the University's perception of the need for a new approach to higher education in light of the changes that have occurred in our State.

The primary distinction between Empire State College and the traditional residential programs offered by most other institutions of higher education is the duration and flexibility of the residential experience. The goal of the College is to explore the various methods of non-residential learning.

The Regents External Degree Program

Before describing the new Regents External Degree Program which will become operational in the next few months, let me tell you briefly about New York State's educational system. The entire educational structure of the State of New York is incorporated within the University of the State of New York which is a constitutionally guaranteed autonomous branch of the State government. It is headed by the Board of Regents. Its administrative organization is the State Education Department. The chief executive officer is both the President of the University of the State of New York and Commissioner of Education.

The University has as its goal the enlargement and improvement of the educational, professional, and cultural opportunities of the State. Within it are all of the public, private and parochial schools, the private and pbulic colleges, the museums, libraries, historical societies, and other educational agencies. The Regents of the University establish the rules and regulations necessary to the implementation of the laws of the State pertaining to education. They review and approve all degree requirements. The entire State is the campus of the University.

In his innaugural address, Dr. Ewald Nyquist, President of the University of the State of New York and Commissioner of Education, set forth the rationale for development of the external degree program.

> "There are thousands of people," he said, "who contribute in important ways to the life of the communities in which they live, without benefit of a college degree. Through intelligence, hard work, and sacrifice, many have gained in knowledge and understanding, developed and expanded their cultural and aesthetic horizons, and thus have become significant contributors to society. The nation and this State, have grown and prospered in the past because these people have

been rewarded for what they know, rather than for how they learned it.

It is ironic that the social and economic mobility of these people is being threatened by and thwarted today in part by the growing emphasis on the possession of credentials presumptively attesting to intellectual competence and acquisition of skills. We are a strongly "credentialed society," and it will be some time before employers will have the courage to hire people on the basis of what they know rather than on what degrees and diplomas they hold.

If attendance at a college is the only road to these credentials, however, those who cannot, or have not, availed themselves of this route, but have acquired knowledge and skills through other sources, will be denied the recognition and advancement to which they are entitled. Neither the State nor the nation can afford such waste, nor should they tolerate such inequity."

For nearly ten years, now the New York State Education Department has enabled people who were unable to attend college classes but who has acquired knowledge equivalent to that taught on the campuses of the various colleges and universities in New York to obtain college credit through the College Proficiency Examination Program. Building upon the success of that program, the Board of Regents established the Regents External Degree Program.

The program is open to anyone who is interested and has no requirements of age, residence, or prior preparation. The first degree to be offered is an Associate in Arts which will be available this year. A Bachelor of Science in Business Administration Degree will be available in 1973 and an Associate in Applied Science in nursing is now being developed.

Candidates for the external degrees will be able to meet degree requirements in a variety of ways. They may satisfy them by taking regular courses from regionally accredited colleges and universities. Those who wish to use this method of satisfying degree requirements must ask the colleges and universities they attend to send official transcripts of their work to the Regents. Only those grades and courses that the student wishes to apply towards his degree will be recorded.

Candidates may also satisfy requirements by successfully completing college level proficiency examinations. The Regents have reviewed and approved five such programs. They are the New York State College Proficiency Examination Program, the Regents External Degree Program Business Examinations, the College Level Examination Program, the College Board Advanced Placement Examinations, and the Armed Forces Institute Course Tests.

Students who have acquired knowledge by completing study at an unaccredited institution or who have expertise in a discipline for which no proficiency examination is available may request a special assessment. Special assessments will be conducted by faculty panels consisting of one or more collegiate faculty members and/or other recognized experts from the field. The assessment may include oral, written, or performance examinations, or evaluation of artistic, literary, or musical accomplishments.

The Associate in Arts curriculum is subdivided into four categories; the Humanities, Social Science-History, Natural Science-Math and electives. Candidates must complete four-fifths of their work, forty-eight credits, in the humanities, social sciences and natural sciences, and may distribute the remaining twelve credits among any of the fields of collegiate study. A minimum of nine credits must be earned in each of the first three areas.

The Bachelor of Science in Business Administration curriculum is subdivided into two components - The General Education component and the Business component. Candidates for the degree may satisfy the requirements of the General Education component by possession of an Associate of Arts or baccalaureate degree, satisfactory scores on the five General Examinations of the College Level Examination Program, satisfactory scores on five subject area proficiency examinations, a combination of general examinations and subject examinations, evaluation of prior academic course work completed at an accredited institution, or by special assessment.

To satisfy the requirements of the Business component of the degree program, candidates must demonstrate college-level knowledge in five academic areas: accounting, finance, management of human resources, marketing and operations management. They must demonstrate introductory level understating in all five areas, intermediate level understanding in two of the five areas, and comprehensive understanding in one. Finally they must demonstrate competence in the area of business enviroment and strategy. Requirements of the Business component may be satisfied either by proficiency examination or by transcript credit. There is no prescribed sequence for completion of the program and students may proceed at their own pace.

The three programs I have described are all attempts to meet the needs of the changing clientele for higher education in our changing society. They are, in no sense of the word, the only changes taking place in higher education. For example, at my own college we have initiated the Contractual Liberal Arts Major which allows students to create an individualized major. We also have just received a Carnegie Foundation Grant to launch a new three-year baccalaureate degree program.

The programs do represent some of the changes that are creating the "new setting" in higher education. They are, finally, making it possible for people to pursue "life-long learning" and receive credit for the knowledge and skills they master. They are ending the isolation of higher education from our communities.

A larger proportion of the students of colleges and universities will in the future be part-time. More of them will combine their educational programs with their vocations. Many more will have family and community commitments while they are continuing their education. More and more people will be completing requirements through non-residential methods. More independent study programs will be available. The changes in the nature of the clients, their age, their varying commitments, and their interests, together with the changes in program, demand change in the field of student personnel work as well as in the other branches of higher education.

Student activities staffs will have to evaluate their programs in light of the changed setting and new clientele. Student housing demands will change as a result of different kinds of residential programs. Students in the Bachelor of Arts in Liberal Studies program, for example, spend no more than three weeks on our campus at any one time. Twenty year old dormitory resident advisors are frequently not prepared to offer the kinds of services that these older students need. Residence hall social activities, at present, are so drastically out of phase with the kinds of social activities that these older students are interested in that they are almost universally ignored by them.

Finally, and perhaps most importantly, counselors will have to adjust to this new clientele. No longer will they be working only with eighteen to twenty-one year olds. Many more older students with different problems will ask for counseling services. Independent study will present new problems to students in both traditional and new programs.

Counselling and academic advisement are especially important to the success of the new "external degrees." The plight of the external degree candidate in a program which lacks adequate counselling and advisement components is a dismal one. Nothing can be more frustrating than independent study as research on correspondence study programs amply demonstrates. Without adequate counselling high drop-out rates and disenchantment will destroy the programs.

New ideas for counselling the new clientele are desperately needed. Counselors with an interest in working with mature students are needed. Academic planners should include them in the planning of non-traditional study programs and counselors should seek involvement. Not only should they seek involvement as professional counselors, but should try to involve themselves as administrators as well. Such a role would insure the inclusion of counselling needs in the administrative decision making process.

Much needs to be done. Many other challenges and opportunities face us. You can, I'm sure, identify many more than I. The challenge is at hand, I urge you to join in the response.

ARE THE LIGHTS GOING OUT IN EVENING COLLEGES?

DEAN DANIEL R. LANG
NORTHWESTERN UNIVERSITY

Two months ago when I accepted Dean Allen's invitation to speak on the one-college concept, I was shocked by his question, "Is the evening college disappearing?" I wanted to shout "No!" But then I recalled Sandy Liveright's predictions before 1960, Father Deter's dire warning when he was president of the Association of University Evening Colleges in 1963, and Robert Shaw's perceptive editorial forecast in the 1971 summer issue of the A.U.E.C. Newsletter. To find the right answer, I asked representative members of A.U.E.C. to share with me their knowledge of the trend and their thoughts about its potential impact. I am grateful to my respondents for their thoughtful replies to my call for help. To acknowledge my debt, I have appended their names to the printed copy of this brief paper.

Before I cite their views and mine, let me arbitrarily define the one-college concept (single session) as it is used hereafter in this text. It will identify an arrangement in which one administrative day staff exercises complete control of all credit and non-credit programs whether scheduled during the day or at night and for the budget, the faculty, admissions, student personnel services, student co-curricular activity, space assignments--that is to say complete control of the entire college operation day and night.

If we have a one-college concept, I suppose we need a two-college concept. Also over-simplified is my definition of the two-college concept (separate session) as an administrative arrangement in which one staff is responsible for day operations and an entirely separate staff exercises equally autonomous control over all evening operations. In other words, the separate evening college has all the rights, privileges and responsibilities normally characteristic of a day school or college. In the two-college establishment, the evening dean bows to no day dean. He is responsible only to the provost, to the dean of facilities, or the president.

Although pure examples of the two extreme types virtually do not exist, hybrid concepts fill the gap between them. Facetiously, the hybrids could be individually identified as "one-and-a-half," "one-and-two-thirds," or "one-and-five-ninths" college concepts depending on the degree of domination by the day school over the evening college. The fractional models create the major difficulty in discussing the subject as assigned by Bob Allen because every generalization about the hybrids in relation to the disappearing act can be demolished by exceptions. You may demolish me in the discussion to follow my talk.

So that you may know where I stand, I here and now declare that on the basis of 32 years' experience I believe the two-college concept is the best basis on which to operate an evening college. Having committed myself, I am instantly reminded of and accept Dean Frank Neuffer's response that the administrative format does not matter if the adult student is given the quality education he needs and wants. Agreed, but unfortunately part-time students in evening programs too often do not receive quality education primarily because of the attitude of day deans and their faculties and of top-echelon administrators toward part-time students in their evening programs.

Now let's examine the question whether or not a trend toward the one-college concept is causing the evening college to disappear. Twenty-two respondents to my inquiry see a definite and rapidly developing trend in that direction. One, unaware of any changes in his area, feels that the alarm needlessly frightens us. Only two did not reply. The mini-survey and my own experience have persuaded me to accept reluctantly the fact that the traditional evening college will almost completely disappear in the not-too-distant future because of changes now taking place in higher education.

Strongly supporting the majority opinion of the respondents in the shocking fact presented by Dean William Utley, President of the Association of University Evening Colleges. He pointed out that of the Association's 178 institutional members, 133 no longer use "evening" in "their associational designations" even though many have "evening operations of some magnitude." Recall, too, that ESPA is now ASPA!

Here is further evidence of the trend. Three respondents reported that their presidents were moving rapidly to place their evening colleges under the control of day schools or colleges. Several deans cited evening colleges or extension programs other than their own that very recently were switched to a day administrator's complete control. In addition, the Council of Presidents of the City University of New York is considering the change and you all know that the University of California (with legal sanction) has begun experiments with the one-college concept in its state-wide extension system. Fairleigh Dickinson, the University of Detroit, and the University of Southern Illinois, to name a few, represent additional institutions recently involved in the trend. Each of you no doubt could cite other examples.

Among my respondents, one dean thinks the trend is sweeping our country in the manner of a typical fad. He believes that many presidents are just being swept along because they think shifting to a one-college concept is "the popular thing to do." This dean bitterly denounces the trend because he considers it to be stupid and absolutely disastrous for part-time evening students. Opposing this view, Dean Carl Elliott reported that on his Purdue campus in Hammond the one-college concept has always prevailed and is working effectively. Two deans, George Dillavou and Robert Allen of Miami, very strongly support the trend because they believe that at last universities and colleges are recognizing the adult part-time students, the effectiveness of evening college teaching techniques and admission policies, and the fact that higher education should not be regulated by the sun and moon. Most of the other respondents expressed great concern about the trend because they anticipate its dire consequences. Some of them are fighting the trend; others, though unhappy, accept it and will adjust to it because they think that the trend cannot be reversed.

The trend will continue because more and more universities and colleges embrace the concept of life-long learning, open admissions, and modern teaching methods pioneered by evening colleges deans and directors and by other professional adult educators. In addition, to quote Dean Utley again, the old "stigma against academic work done outside the traditional day program" is rapidly diminishing. Other forces are also causing the trend, but my limit of twenty-five minutes requires that I move to considerations of the trend's potential impact.

First, I must pause to mention that attitudes of day administrators and faculties toward evening programs are definitely affected by the origin or inception of the evening program. In institutions where only a one-college concept always existed little conflict occurs because the day and evening programs were established at the same time under one administrator. Original, pure two-college formats produce confrontations less often than do other concepts. In institutions where evening colleges have been demoted to second class citizenship under the one-college concept friction seems to be inevitable. Administrative problems also exist in almost all the fractional concepts.

The dominant factor that determines the success or failure of an evening program is the attitude of the president and other top administrators and the attitude of the day dean and his faculty. When top administrators and day division deans and faculties are sincerely interested in part-time evening students seeking degrees through evening colleges, problems either rarely arise or are easily solved when they do. The issue basically revolves around friendly, hostile or indifferent attitudes of administrators in day schools and of the institution's supreme command. When they are genuinely concerned about education of adults, the format does not matter because, as Dean Neuffer has said, evening students then usually receive equal status with full-time day students.

Let's look now at the concerns of the respondents who feel that some accommodation may be necessary to flow with the stream. Dean Allen, your chairman, suggested I might approach this subject in terms of the pro and con of the one-college concept. I prefer to consider the concerns of the deans potentially involved rather than with the advantages and disadvantages of the one-college concept. Frankly, I must take this approach because my own experience gives me no confidence in any pro arguments for the one-college format.

Though perhaps not first in importance, I shall treat first the concern of evening deans that when a day school is handed full responsibility for and control of an evening program, the day administrator may eliminate the evening program. Such drastic steps have been taken at some institutions.

I shall cite the instance I know best. When, for example, the University College, an autonomous degree-granting entity at Northwestern was abolished in 1954 and its eight distinct programs were foisted upon eight respective day colleges, their deans and faculties very reluctantly accepted such responsibilities. Within a few years, three evening programs were completely dropped by day colleges newly responsible for them. Then in 1967 when the School of Business for valid reasons changed its name to the Graduate School of Management, the faculty voted to drop both the day and evening undergraduate degree programs. The evening B.B.A. degree program could and should have been continued under the control of an autonomous evening college as an important service to the business community in the Chicago metropolitan area. Instead, it will be phased out on June 1 of this year. As a result, our evening enrollment has dropped from a peak of 12,000 students in 1967 to 2,160 this semester. Had the evening programs been retained in an autonomous university evening college, they would be flourishing today instead of being dead. My respondents' fears are very real on this point. So much for the danger of rejection of evening programs by day administrators and faculty.

A second concern is that though a day school may not drop an evening program shunted to it by adoption of a one-college system, the day dean may be so indifferent to his new responsibility that he will let the program wither through neglect--not benign, I might say. One dean, who for obvious reasons wants to be anonymous, reported that his institution transferred control of a thriving evening program to a day college. Within three years the program was just about dead

for want of students because the day college neglected its adult clientele. It was then re-established as a separate evening college and regained its former stature in a little less than five years. Lo and behold, a year ago the president again abolished the evening college and placed the program in the hands of a day administrator. Already in less than a year, a severe decline in registration is evident. You can add other examples, I am certain. Can you cite one where a day school after taking over a night program improved it and increased enrollment? I know of none.

A third concern--a major one--relates to evening college faculty. All deans in fractional colleges where the day school is responsible for recruiting evening faculty know that day deans are likely to assign their incompetent full-time professors to evening courses. Then, too, they may hire off-campus part-time instructors for night classes at lower stipends than the full-time faculty demands for overloads. Sometimes this policy works well because off-campus business and professional men who teach for the satisfaction of teaching bring practical experience to their courses often lacking in the regular faculty member who teaches only from a text book. On the other hand, in too many colleges the off-campus part-time instructor is transient and inexperienced.

Another danger in the one-college concept is created when the day college dean assigns only inexperienced graduate teaching assistants to evening classes. Adult students, whose average age is about 31.9 resent sitting at the feet of one instructor after another not more than 24 years of age. Unless recruited and controlled by the evening college dean, the evening instructional staff in any format may be of lower quality than usually prevails in the day school faculty.

Even when an effective full-time day faculty member is assigned to evening classes on an in-load or over-load basis, he is likely to be resentful because of the night work. Such a reluctant teacher is not likely to give his best to his adult students, though I confess I know some professors who really enjoy teaching adults--some who even prefer evening students. As an aside, let me add that most members of the new breed of faculty members just do not want to be in class after dark--not even for pro-rata stipends. If forced to meet night classes, such instructors, as Dean Spengler fears, may not do justice to their assignments--to the detriment of evening students.

A fourth concern relates to budgets. An evening dean or director in a separate session has a great advantage because he controls his own budget. He may receive less money than a day dean does, but at least the funds are his to allocate. In any other arrangement--one-college or fractional college--the day dean is likely to give primary consideration to day students. He will generally spend his dollars on full-time day students and his pennies on evening students.

How about admissions in the one-college concept? Policy on admissions of day and evening students differs in most universities. Day schools use high school class rank and test scores primarily. Evening colleges, being the "college of a second chance" usually offer open admissions with some degree of control over adults whose academic record shows a

shadow. Every evening dean and director can produce hundreds of records to show that those who quit going to college "when they were supposed to" usually do very well on their second chance at night. Such students and older men and women with only high school diplomas will receive very little consideration--usually none at all--when they knock on the door of the "Office of Admissions" in charge of day school recruitment. Unless the day school admissions officers are enlightened personnel, they will show little interest in adult evening students.

In a one-college establishment how will space be allocated? When day school students spill over, day school classes are often scheduled at night at the expense of the evening classes needed by adults who can attend classes only at night. When new day programs or centers are established without provision for new buildings, what happens in a one-college setting? Night classes are dropped to make space available for the new units. No wonder evening colleges deans worry about the trend.

Although I have had to touch each related concern very lightly because of my time limit, obviously I must include one more--student personnel services--because you and I are members of A.S.P.A. Such services, as you know, are not now widely and readily available to students in many evening colleges. Evening deans who do finance such services out of their own funds fear that if their colleges are placed under day control, the adult students will be denied their share of privileges. But let's tackle such problems in our discussion period.

Part of this concern also relates to the counseling that may be offered in the one-college plan. Adults require entirely different counseling from that needed by late teenagers in day schools. If day counselors must add an adult clientele, their advice may not be suitable for evening students. This concern you will no doubt also want to examine in the discussion period that will begin in a few minutes.

At this point, I should mention that three deans who recognize the trend nevertheless argue that the two-college concept is not yet entirely dead and may be saved. Dean Roman Verhaalen has developed a highly successful "separate autonomous academic unit" at Johns Hopkins that includes "special programs and degrees from associate degrees through advanced certificates beyond the Master's in nearly all major disciplines." And Dean William Huffman of Louisville is about to extend his autonomous University College into the day so that adults, whether full-time or part-time, may pursue traditional degrees or special programs leading to the Bachelor of Liberal Studies or to the Bachelor of Applied Science at their convenience in day or evening classes. Dean Thompson's Drake University College functions as an autonomous college that offers programs "for full and part-time students, day or night, on campus or in extension, young or old." Dean Thompson reports that in his system he gains a plus in personnel services because University College students may use "counseling, testing, health services, placement, the reading and study clinics, programmed learning and the media center." When such student services are so readily available to adults, the arrangement certainly provides a plus as Dean Thompson indicates.

I also ought to touch at least lightly on other concerns--courses, promotion, library privileges, registrars' service, elimination of special degrees, reduced administrative staff to service evening students, to mention a few. To be fair, however, in the several minutes remaining let me cite what at least two deans, Dillavou of Rhode Island and Allen of Miami, consider to be advantages in the trend toward the one-session concept. Note that although both deans recognize the possibility of an evening college as a discreet division under the umbrella of a center of continuing education, they look ahead to the one-university concept--a concept that goes far beyond the one-college format.

To quote Dean Dillavou: "We are on the verge of a tremendous wave of adult education" because adults are "beginning to demand for themselves what they have always demanded for their children...In so doing I should think that the distinction between education for the adult and education for the young will disappear completely and the university of the future will probably be one in which people of all ages can study whatever they wish 24 hours a day seven days a week." Technological advantages, such as computers, tape and video cassettes, should make "educational programs available whenever any student, older or younger, wants to study" says our progressive Rhode Island prophet.

To let Dean Allen of Miami speak his own piece, here is a long quote from his response to my distress call:

> "My guess is that the old evening college as a distinct unit will (and perhaps should) disappear over the next two decades. And as an old evening and extension division type since 1946, I consider this is all to the good. The 'evening' student is no longer our singular client; it is the 'part time' student, whether he or she attends day or night, or weekends, who concerns us. Higher education is in a period of tremendous curricula, technology and service distribution change along with organizational upheaval...and so evening divisions will surely be caught up in the heavy ground swells if they have not been lost already. The 'evening'college was the extension and continuing education division and frankly, I believe that continuing education, its origins being nurtured by the 'evening colleges,' is to be the basic way of life in general higher education of the future.* The university will continue as a great research and teaching resource but it will be available to all in the local community and/or region or world community and 'when' the student attends will not be important. The open university and independent studies have and will create increasingly greater pressures to change the lock-step resident class-room prerequisite traditional programs. The universities will function more flexibly, 12 months of the year, day and night. With the four day work week around the corner, 'weekend universities' for residents and tutorials will become popular, too. Computer terminals and TV cassettes along with independent and home study materials may mean that the student need not be on campus and yet will use the resources.

The Schools of 'Continuing Education' or 'General Studies' or 'External Studies' and the like will undoubtedly flourish for a while, but they too may become lost in what will be the flexible open university of the future. Consistent with tradition, our role will emphasize providing for 'University Services', acting as the broker for the client in the community and the university supplier. This is not to be viewed with alarm since this is and has been the message of adult, evening and continuing education since my first days working in the field twenty-five years ago. And if our oft described professional continuing education philosophies and hopes as expressed in the past--to provide educational opportunities for all peoples so individual talents can be identified and nourished and personal and academic objectives can be met despite limitations of person, the job and the environment--are not misinterpreted as to become license to water down the curricula and standards and thereby misused, the final and best contributions of the old evening college and extended education will be made. So from my point of view, 'we've been found not lost.' And if it means the evening college and ultimately the school of continuing education will fade out as administrative units, perhaps it signifies the beginning of a new era of more responsive total university services. So it seems that the raison d'etre for the evening college has or may become the raison d'etre for the university. If this is the concept, so much the better."

*The highly specialized and professional schools will remain but they too will begin to change their ways.

Dean Dillavou and Dean Allen deserve to be heard and their forward look should be seriously considered. Even though I favor the two-college concept at the present time, I have tried to be objective in my presentation by including wide-ranging views of other deans.

Now, my friends, it's your turn to get into the act; so let's begin with the discussion or confrontation, if you prefer, under the guidance of Dean Allen of Rochester.

A NOTE OF APPRECIATION

The deans and directors listed below responded thoughtfully to my request for their views on the one-college concept. I am sincerely grateful for their assistance.

Mr. James W. Southouse
University of Bridgeport

Dr. Myrtle S. Jacobson
Brooklyn College (City University of New York)

Dean Frank R. Neuffer
University of Cincinnati

Dean Clarence H. Thompson
Drake University

Dean Roman J. Verhaalen
The Johns Hopkins University

Dean William C. Huffman
University of Louisville

Dean Richard A. Matre
Loyola University (Chicago)

Dr. Ray Ehrensberger
University of Maryland

Dean Joy E. Whitener
University of Missouri (St. Louis)

Dean William T. Utley
University of Nebraska at Omaha

Dr. Howell W. McGee
University of Oklahoma

Dean B. Armold
PMC Colleges

Dean Lawrence C. Barden
Philadelphia College of Textiles and Science

Dean Carl H. Elliott
Purdue University

Dean Carl E. Hiller
Queens College of the City University of New York

Dean George J. Dillavou
University of Rhode Island

Dean Sherman V.N. Kent
Rider College

Dean Curtis H. Moore
Rockford College

Rev. Gerald Sugrue, S.J.
Director, University of San Francisco

Dean Robert F. Berner
State University of New York at Buffalo

Mrs. Helen M. Crockett, Director
Wichita State University

Dr. Edwin H. Spengler
Rockville Centre, New York

PHASE 3 - NEW DOORS OF INVOLVEMENT FOR HUMAN DEVELOPMENT

Chairman - Dean Frank V. Kelley
Assistant Dean
University of Akron

A brief presentation will focus on the adult student as adversity's child forced to contend with problems and circumstances which threaten to disrupt his educational plans and progress.

The Adult Student as Adversity's Child

Academic Obsolescence

Educational vs. Family Commitment

Adult Programs & University Governance

Financial Resources

Please direct all inquiries regarding this particular presentation to:

Dean Frank V. Kelley
Assistant Dean
Evening College
University of Akron
Akron, Ohio 44308

PHASE 4 - TO ENCOURAGE CREATIVE ACTION TO MEET THE NEEDS OF ADULT AND PART-TIME STUDENTS AS INDIVIDUALS

Chairman - Dr. Martha L. Farmer
Coordinator of Student Personnel Services
Evening Division
City College, City University of New York

Dr. Martha L. Farmer synthesized and summarized the major points and issues discussed during the course of the all day workshop. The workshop participants had an opportunity to interact within small groups and then to raise their concerns with all of the workshop participants in a general meeting. An evaluation form was distributed to all of the workshop participants.

EVALUATION OF THE CONVENTION WORKSHOP

ADULT AND PART-TIME STUDENTS; INDIVIDUALS IN HIGHER EDUCATION

The evaluation form was distributed to all workshop participants, in order to evaluate the overall input of the workshop for those attending.

The following is an exact copy of the evaluation form as it was used.

I. What is your overall evaluation of the Workshop?

Excellent 13 Good 9 Fair 1 Poor _____

2. To what degree did it meet your expections?

Completely 3 Considerably 17 Somewhat 3
Poorly _____

3. Was the emphasis of program content on areas of importance to you?

Yes 17 Somewhat 6 No _____

4. Rate the program as to the degree to which it held your interest.

Excellent 13 Good 9 Fair _____ Poor _____

5. The amount of information given was:

Too much _____ About right 21 Barely adequate 1
Inadequate _____

6. What was your personal reason for attending? (See Pg. 43)

7. Rate the program as to the amount of new knowledge gained.

Extensive 4 Adequate 18 Little 1

8. How stimulating was the program?

Highly 18 Moderately 4 Slightly _____

9. How relevant was the information to your work?

Quite 22 Slightly 1 Limited use _____

10. The length of the Workshop was:

Too long 2 About right 21 Too short _____

11. How would you rate the opportunities for exchange of information between participants during the workshop?

    Very good 15 Adequate 6 Lacking 1

12. What single feature did you enjoy most? (See Pg. 44)

13. What specific topics would you like to have included in the program? (See Pg. 45)

14. Do you prefer:

    a) Individual speakers for each session? Yes 4 No 7

    b) Panel of speakers for each session? Yes 11 No ___

    c) Informal discussion format? Yes 12 No ___

    d) Open meetings to include APGA members? Yes 6 No 2

    Comments:

Responses to Question 6 - What was your personal reason for attending?

Half of our students are part-time ranging from 18 to 65.

Ideas on creating our office for adult student services.

My interest in Black minorities (outreach programs and I was seeking ways the college could go to the community).

To orient myself in a new professional field.

To keep abreast of developments in ASPA's concerns.

I work with adult (if you know what I mean!) students and wanted to know what more our college could be doing to serve our population - both the present and prospective group.

To get ideas to adapt and apply to our own new adult program.

Love adult and continuing education as a career field and love the people who work in this area.

Make contact with Commission XIII people and get involved in the planning and development of future programs.

As a new member I wanted to become familiar with the organization's aims.

I needed information on programs for adults and some more knowledge about the unique problems of this group, as seen by other professionals.

Interest in adult student - desire to learn more about adult student.

To see what Commission XIII, ACPA is doing, to discover and develop new ideas, to get reactions and additions to my ideas.

Long term interest in subject of adult personnel work.

Because of work with a large percentage of adult students.

Responses to Question 12 - What single feature did you enjoy most?

Being exposed to people with a variety of backgrounds.

Part II on setting.

Group sessions.

Presentation for Phase 3.

The final session - action and reactions.

Dr. Lang presents -"ARE THE LIGHTS GOING OUT IN EVENING COLLEGES?"

The chance to process what I heard.

The less formal aspects of the programs - Presentations are necessary but a lot of time can be fruitfully devoted to informal interaction including coffee breaks, etc.

Phase II.

New programs, one college concept information.

Small groups as a vehicle to react - 10 specific points raised.

Amount of interaction.

Get a feel for the thinking of staff of Commission XIII.

Professor Bischof presents -"ADULTHOOD"

Report on Tennessee students and Akron's perception of Adult students problems.

Chance to react.

Difference between adult and traditional students and recognition of their needs, program needs and resultant change possibilities to the traditional institution.

Last group session.

Group interaction and sharing of ideas.

Interaction.

Responses to Question 13 - What specific topics would you like to have included in the program?

Outreach programs - Counseling for part-time students.

More research.

The disadvantaged; funding programs.

Adult education and the disadvantaged. Career counseling with adult students.

Models for: outreach, tapping sources of scholarship, special needs of women in continuing education programs and how to serve them.

Funding

Governance

Fee Structure

Specific counseling techniques, research methodologies for research on adult student personnel work.

Recommended innovations and experiences with successful innovations.

More research - instruments being used for assessing adults.

Responses to Question 14 - Comments

Felt this workshop was very well planned and very valuable.

People participating were true professionals.

How about more speakers from related fields.

Greater concentration on fewer themes, allowing more time for work in small groups.

I prefer a workshop rather than a single presentation.

Regarding the last point - people should be committed to stay with a workshop, otherwise a lot of group interaction and coherence is lost. This is no problem with single sessions.

Overall a very successful effort.

Why not include some of all in #14.

Outstanding.

I found the workshop quite valuable. The whole area needs considerable attention.

Very well done.

APPENDIXES

APPENDIX A

AMERICAN COLLEGE PERSONNEL ASSOCIATION

COMMISSION XIII-STUDENT PERSONNEL WORK

FOR ADULTS IN HIGHER EDUCATION

ADULT AND PART-TIME STUDENTS; INDIVIDUALS IN HIGHER EDUCATION

TUESDAY - MARCH 28, 1972

		CHAIRMAN
8:00 A.M. - 9:00 A.M.	Continental Breakfast	
9:00 A.M. - 9:15 A.M.	Introduction	Hirsch
9:15 A.M. - 10:50 A.M.	Phase 1 The Individual Student	Anderson
10:50 A.M. -12:45 P.M.	Phase 11 The New Setting	Allen, Jr.
12:45 P.M. - 2:00 P.M.	Luncheon	
2:00 P.M. - 3:30 P.M.	Phase 111 New Doors Of Involvement For Human Development	Kelley
3:30 P.M. - 5:00 P.M.	Phase 1V To Encourage Creative Action To Meet The Needs Of Adult & Part-Time Students As Individuals	Farmer
5:00 P.M.	Adjournment	

APPENDIX B

OBJECTIVES

To highlight the unique characteristics of adult and part-time students.

To explore the new setting that is emerging as a result of innovative programs and radical structural changes.

To encourage creative action to meet the needs of adult and part-time students as individuals.

DESCRIPTION

The workshop is divided into four phases:

Phase 1 - "The Individual Student," will identify the unique characteristics of the part-time and the adult student.

Phase 2 - "The Setting," will be an examination of the college community, highlighting innovative programs, in light of the unique needs of the part-time and the adult student.

Phase 3 - Will identify such services directly relating to and affecting the part-time and the adult student.

Phase 4 - Will endeaver to synthesize the earlier discussions.

APPENDIX C

WORKSHOP PLANNING STAFF

Professor Jerrold I. Hirsch
Chairman, Commission XIII
Staten Island Community College
City University of New York
Staten Island, New York

Dean Edward W. Phoenix
Vice-Chairman, Commission XIII
Rutgers - The State University
New Brunswick, New Jersey

Mrs. Norma Varisco de Garcia
Department of Justice
New York, New York

Dr. Margaret A. Green
Dean of Students
Butler County Community College
Butler, Pennsylvania

PROGRAM PARTICIPANTS

Phase I - Mr. William Anderson, Chairman - University of Tennessee, at Nashville

Dr. L. J. Bischof
Northern Illinois University

Dr. William H. Byas
Saginaw Valley College

Dr. Eugene W. Schoch
University of Tennessee, at Knoxville

Phase II - Mr. Robert Allen, Jr., Chairman - University of Rochester

Mr. Lynn Johnston
State University of New York,
College at Brockport

Dr. Daniel R. Lang
Northwestern University

Phase III - Dean Frank Kelley, Chairman - University of Akron

Dr. Thomas Brown
University of Akron

Dean John Hendrick
University of Akron

Phase IV - Dr. Martha L. Farmer, Chairman - City College
City University of New York

APPENDIX D

ROSTER OF ACPA COMMISSION XIII

STUDENT PERSONNEL WORK FOR ADULTS IN HIGHER EDUCATION

Prof. Jerrold I. Hirsch, Chairman	Coordinator of Evening Student Affairs and Activities Staten Island Community College 715 Ocean Terrace Staten Island, New York 10301
Dean Edward W. Phoenix, Vice-Chairman	Rutgers State University University College New Jersey Hall Hamilton Street New Brunswick, New Jersey 08903

Dean Eleanor Y. Alsbrook	Assistant Dean University College University of Louisville Louisville, Kentucky
Mr. Robert A. Allen, Jr.	Director of Academic Advising University of Rochester University School of Liberal & Applied Studies Rochester, New York 14627
Mr. William H. Anderson	Assistant Director of Student Services University of Tennessee at Nashville 810 Broadway Nashville, Tennessee 38203
Mrs. Dorothy Becker	Bronx Community College Bronx, New York
Mrs. Norma Varisco de Garcia	Department of Justice New York, New York
Dr. Margaret A. Green	Dean of Student Affairs Butler County Community College Butler, Pennsylvania
Dean Frank V. Kelley	Assistant Dean Evening College University of Akron Akron, Ohio 44308

Mrs. Goldie Korenberg	Grahm Junior College 632 Beacon Street Boston, Massachusetts 02215
Mrs. Rosaline K. Loring	Head, Daytime Programs and Special Projects University Extension UCLA Los Angeles, California
Dean J. A. Payne	Dean of Students Tennessee A and I State University Nashville, Tennessee
Dr. Jean A. Rockwell	School of Education Department of Business Hunter College City University of New York 695 Park Ave. New York, New York
Prof. Eric J. Ward	Assistant Professor of Education City University of New York 33 W. 42nd Street New York, New York 11542
Dr. Ramon Williamson	Dean of Students Southern Illinois University Edwardsville, Illinois 62025
Mr. Hosea Zollicoffer	Counseling Center Federal City College 425 Second St., N.W. Washington, D.C. 20001

APPENDIX E

ROSTER OF REGISTRANTS

COMMISSION XIII - ACPA CONVENTION WORKSHOP

ADULT AND PART-TIME STUDENTS; INDIVIDUALS IN HIGHER EDUCATION

Mr. Robert A. Allen, Jr.
University of Rochester

Dr. Eleanor Alsbrook
University of Louisville

Mr. William H. Anderson
University of Tennessee,
at Nashville

Mrs. Dorothy R. Becker
Bronx Community College
City University of New York

Dr. L. J. Bischof
Northern Illinois University

Mr. William Brevoort
State University of New York

Dr. Thomas Brown
University of Akron

Dr. William Byas
Saginaw Valley College

Mr. Thomas Clapp
University of Toledo

Mrs. Virginia Coplan
Applied Potential
Highland Park, Illinois

Mr. Winston Davidson
LaGuardia Community College
City University of New York

Mrs. Jean Eason
University of North Carolina

Dr. Martha L. Farmer
City College,
City University of New York

Mr. T. L. Fullterton
Penn State University

Dr. Margaret A. Green
Butler County Community College

Mr. Robert Grimes
Loop College
City College of Chicago

Ann M. Griffith
Boston University
Metropolitan College

Dean John Hendrick
University of Akron

Prof. Jerrold I. Hirsch
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